



7-1-1973

Desirable Student Teaching Activities as Determined by Business Education Student Teachers

Marvin J. Balbierz

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DESIRABLE STUDENT TEACHING ACTIVITIES AS DETERMINED
BY BUSINESS EDUCATION STUDENT TEACHERS

by

Marvin J. Balbierz

B.S. in Business Education, Minot State College, 1967

An Independent Study

Submitted to the Faculty

of the

University of North Dakota

in partial fulfillment of the requirements

for the Degree of

Master of Science

Grand Forks, North Dakota

July
1973

ACKNOWLEDGEMENT

The writer wishes to express his sincere gratitude and appreciation to Dr. John C. Peterson, University of North Dakota, for his assistance, guidance, understanding, and sincere interest in the preparation of this study.

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This Independent Study submitted by Marvin J. Balbierz in partial fulfillment of the requirements for the Degree of Master of Science from the University of North Dakota is hereby approved by the Faculty Advisory Committee under whom the work has been done.

John C. Peterson
(Chairman)

John L. Proulx

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CHAPTER I

INTRODUCTION

Student teaching is the one area in the teacher training program that has had more general acceptance than any other area. This important phase of the teacher training program often determines the future success of the teacher-to-be. Student teachers need the guidance and supervision of a qualified supervising teacher. In addition, the student teacher must develop a degree of initiative to cope with the complexities of the teacher-learning situation, as well as to develop professionalism. For this reason, it is necessary to determine the degree of importance placed on selected activities of a student teaching experience as determined by business education student teachers.

Statement of the Problem

A degree of importance for selected student teaching activities to be performed by business education student teachers should be determined by business education student teachers.

Purpose of the Study

The purpose of this study is an attempt to determine the degree of importance established by business education student teachers in performing selected activities during their student teaching experience for comparison with data and suggested activities outlined in a NABTE survey.¹

¹Doris H. Crank, et al., "Student Teaching and Other Laboratory School Experiences," The National Business Education Quarterly, Vol. XXXII (December, 1963), pp. 43-71.

Need for the Study

One of the major issues in business education is the degree of initiative that should be employed by the student teacher. Conflicting opinions exist among supervising teachers regarding the degree of initiative that should be employed by student teachers under their supervision.

A major contributing factor to the development of professionalism in the student teacher is the ability of the student teacher to use his own initiative appropriately and effectively.

The emphasis is not upon predetermined methodology and patterning oneself after the teaching behavior of the supervising teacher but upon the student teacher finding ways and means of working compatible with his own state of knowledge and his own temperament. The mark of the sound student teacher and teacher-to-be would then be the extent to which he maximizes his own potential—the extent to which he grows¹ as a self-directive, creative teacher with ideas of his own.

However, the degree of student teacher initiative that should be applied during the student teacher experience has not been established in the teacher training program. It is essential for business education student teachers to determine a degree of importance in performing selected activities during the student teaching experience as suggested by experienced business education teachers.

Delimitations

In order that the results of this study may be more effectively interpreted, the following delimitations are noted:

1. No attempt will be made to establish specific required activities to be performed by the business education student teacher.

¹Bernard Rabin, "Who Are Supervising Teachers?" The Supervising Teacher, Thirty-Eighth Yearbook of the Association for Student Teaching (Dubuque, Iowa: W. C. Brown Co. Inc., 1959), p. 9.

2. No consideration is given to the variety of teaching methods used.

3. No consideration is given to the variety of instructional materials available to the student teacher.

4. The study is not restricted to any specific subject matter as in business education.

5. The study will be concerned with selected activities requiring a degree of initiative on the part of the student teacher.

6. The selection of the sample is limited to those students enrolled in business education teacher training programs offered through North Dakota institutions only.

7. The selection of the sample is limited to those business education student teachers who undergo their student teaching experience in the first half of the 1972-73 school year.

8. The study is limited to certain selected activities suggested by a NABTE survey¹ which might be performed by business education student teachers during their student teaching experience.

Definition of Terms

Area: A given general classification to a set of suggested activities from a NABTE survey.²

Author's Survey: The writer's survey instrument, data received from the survey instrument, and compilation and treatment of said data.

¹Crank, "Student Teaching," pp. 65-71.

²Ibid.

Conferences: The meetings designed for student teaching guidance purposes between supervising teachers and student teachers.

Item: A specific suggested activity for the business education student teacher.

NABTE Survey: One of the seven major topics undertaken in the National Association for Business Teacher Education Curriculum Study which began in the summer of 1960. The specific major topic to which this study relates is "Student Teaching and Other Laboratory School Experiences," and hereinafter is referred to as the NABTE Survey. The survey was published in NABTE Bulletin 79 (December, 1963).

Response: The rating or degree of importance indicated by the business education student teacher in performing a suggested activity by a 1 Response (Very Important), 2 Response (Important), 3 Response (Slight Importance), or 4 Response (Not Important).

Student Teaching Experience: That period of guided or supervised teaching when the student teacher assumes an increasing responsibility for the work with a given group of learners.

Suggested Activity: A specific activity suggested in the NABTE Survey for business education student teachers and which is referred to as an "item" in the writer's use of, tables, and illustrations in this study.

Supervising Teachers: The regularly employed off-campus teachers into whose classrooms and activities college students are placed for the purpose of obtaining experience in student teaching.

CHAPTER II

REVIEW OF RELATED LITERATURE

A perusal of the literature available at the Chester Fritz Library, University of North Dakota, was made to locate and review selected pertinent literature on the student teaching experience. Appropriate information was located in several different sources.

The student teaching experience is an integral part of the teacher-training program. The importance of this phase of teacher education can hardly be overemphasized, for it is during this stage that the ultimate success or failure of the teacher-to-be is often determined.

The supervising teacher has tremendous responsibility in the development of professionalism in the student teacher. The supervision and guidance by the supervising teacher should be such that it will facilitate the optimum learning process of the student teacher in developing the professional qualities and characteristics so necessary for success in teaching.

Student teachers need the guidance and stimulation of the expert to insure that the utmost benefits are derived from the student teaching experience. It is imperative that the cooperating teacher help the student teacher visualize how educational theory is put into daily practice in the classroom.¹

¹Dorothy L. Travis, "Do Your Student Teachers See When They Observe?" Journal of Business Education, XXXIII (December, 1958), 115-16.

Teaching involves a complexity of many different activities and tasks, all of which are a part of the total process of teaching. Each activity is related in some way to the other activities. Success in performing any one of the activities contributes to overall teaching success.

One of the most critical and necessary steps performed in successful teaching is that of planning the techniques and methods to be used in instruction. The planning is an outline used as a guideline by the student teacher, and contributes markedly to the effectiveness of instruction. "It is the teaching process in projection—the goal sought, what probably will be done to reach it, and what is needed to take the indicated steps."¹ This planning stage is absolutely essential in teaching, especially for the student teacher. The supervising teacher's role in helping the student teacher in the planning stage is of prime importance.

We need to help the student move from a role of dependency to a role of initiative by doing extensive, imaginative planning that forces him to consider more approaches than just the ones he sees the supervising teacher use.

.....

Also up to this time, student teachers have had little opportunity to plan over a prolonged period of time, and certainly have had no opportunity to see in operation the relationship between good planning and good teaching. Therefore our task is to guide them in planning learning experiences which will insure sequence, continuity, and integration.²

¹Florence B. Stratemeyer and Margaret Lindsey, Working With Student Teachers (New York: Bureau of Publications, Teachers College, Columbia University, 1958), p. 197.

²Mary Jane Chesterson, Mary Catherine Skelton, and Harriet Darrow, "The Role of the Supervising Teacher is Assisting the Student Teacher in Becoming a Competent Professional Colleague," The Teachers College Journal, XXXVI (November, 1964), 81.

The planning stage in the teaching process must be accomplished in logical steps in order to be effective. Not only is this planning stage difficult in nature for the student teacher, but it is often somewhat difficult for the experienced teacher.

Daily planning, on the other hand, except for emergencies should not be done until the work of the current day is completed. Tomorrow's plan can only be the result of today's work if attention is to be given to the developing needs of individuals and to the particular way in which the learning situation is unfolding. To anticipate all the situations which may arise and to know just how rapidly a group will progress are difficult for the experienced teacher. How much more so for the beginning teacher.¹

However, the planning stage is not merely a mechanical process to be undertaken whenever necessary by the student teacher. The student teacher must be aware of the position of the planning stage in relation to the overall teaching situation.

The sequence of steps in becoming acquainted with the planning process, however, is much less important than sharing intimately in the planning which you do and seeing its significance in teaching. To see planning as an essential and integral part of teaching is an important part of his work as a teacher.²

In the planning process, the student teacher should not stand by the wayside contributing little, if anything, while the supervising teacher indicates clear-cut steps to be followed in the teaching process. Yet, the student teacher should not be required to develop the complete planning process without the guidance of the supervising teacher.

The supervising teacher who is well grounded in the principles of effective supervision stresses teacher growth and participation in the study and improvement of the total teaching-learning situation. He is not content to dispense 'prescriptions' of specific methods and devices but rather

¹Stratemeyer and Lindsey, Working With Student Teachers, p. 230.

²Ibid., p. 222.

tries to aid the student teacher in developing basic understandings underlying phases of the total educational program.¹

The student teacher must be encouraged to take initiative in the development of techniques, methods, and materials to be used in the teaching process. Here, the supervising teacher must encourage, yet supervise, such initiative.

In his guidance function, the supervising teacher needs to make a quick but accurate appraisal of the strengths and weaknesses of his student. With these in mind, he encourages the beginner to develop, within reason, his own unique style of teaching. This freeing of the student teacher, though difficult for most supervising teachers, is essential for the prospective teacher's development.²

Student teacher initiative should not be applied merely to the development of techniques, methods, and materials to be used in the teaching process. Use of initiative by the student teacher in other areas will aid in the development of professionalism in the student teacher. As a member of the teaching staff in a limited capacity, the student teacher should become acquainted with all members of the school staff.

Develop a rapport with the professional instructional staff—don't limit yourself to the business education department. Get to know and understand the purpose of other departments and departmental personnel. This includes gaining a working knowledge of the services available to teachers through the pupil personnel, such as school nurse, school psychologist, guidance counselor, etc.; all those who deal with testing, placement, and guidance of the students are primary assets to your profession. It is through the members of this group that you will get a better understanding of the basis for test scores on the cumulative record, how to evaluate these scores, and any individual problems a student may have—whether mental,

¹A. S. Barr, William H. Burton, and Leo L. Brueckner, Supervision, (New York: Appleton Century-Crofts, Inc., 1947), p. 1.

²Staten W. Webster, "Suggestions for the Supervising Teacher," NEA Journal, LII (April, 1965), 38.

physical, or personal. Being aware of these problems and planning accordingly is your responsibility as a classroom teacher.¹

Activities for initiative on the part of the student teacher do not merely rest with activities related strictly to the teaching-learning situation. As such, the student teacher may further develop and expand his newborn, growing state of professionalism through non-teaching activities.

Discover the professional organizations that are available to one in business education. Are you a member of professional groups? Investigate these organizations and their purposes. Your contribution will be the basis for development and further legislation. You should begin to realize your responsibility now. If your school has a commercial club or FBIA, upon the consent of your supervising teacher, take an active part.²

Initiative on the part of the student teacher is a desirable characteristic. It is necessary for development of professionalism in the student teacher. Properly channeled and guided by the supervising teacher, it will contribute significantly to the success of the student teaching experience as well as enhance the attainment of future teaching success by the student teacher.

It is essential that the degree of importance of performing selected activities be determined by business education student teachers.

¹Kathryn Peterson, "You the Student Teacher," Journal of Business Education, XXXVIII (December, 1962), 101.

²Ibid., 102.

CHAPTER III

PROCEDURES

Selection of a topic. A topic concerning activities performed by student teachers in business education was originally selected from several submitted to the writer's major advisor during the summer of 1967. A proposal was then developed and a search of the literature was made to determine similar research studies completed or being conducted in the same area.

Subsequently, the initial proposal was revised and submitted to the writer's major advisor for approval. Constructive comments were made concerning certain items in the proposal and after these changes were accomplished, permission was granted to continue the study.

Review of related literature. A perusal of the literature in the Chester Fritz Library, University of North Dakota, was made. Pertinent information from available sources was gathered and placed on 5 x 8 cards for reference (See Appendix A).

Development of a survey instrument. It was determined that a survey instrument would be the most feasible means to obtain the desired data, and a preliminary draft was constructed and then submitted to the writer's major advisor for approval. The content of the proposed survey instrument consisted of selected major areas of suggested activities for business education student teachers as recommended in a NABTE survey.

Each of the selected major areas contained selected specific activities recommended in the NABTE survey. Certain valuable modifications were suggested and incorporated into the survey instrument.

It was determined that the survey instrument would consist of seven major areas, and that each major area would contain five suggested activities. Each recipient of the survey instrument was asked to indicate the degree of importance in performing the suggested activity according to the following rating scale: 1 Response (Very Important); 2 Response (Important); 3 Response (Slight Importance); or 4 Response (Not Important).

Preparation of the survey instrument. For a more professional appearance, the two-page survey instrument masters were typed utilizing an IBM Composer in an effort to obtain the highest possible number of returns of the mailing. Final copies of the survey instrument were duplicated by off-set process (See Appendix B).

Selection of the sample. An effort was made to obtain the names of all business education student teachers who were participating in the student teaching program during the first half of the 1972-73 school year. These names were obtained from State College Supervisors of student teaching and members of departments of business education teacher training institutions in the State of North Dakota. A total of 33 names of business education student teachers was obtained from these sources.

Transmittal of the survey instrument. The cover letter (See Appendix C), the survey instrument, and a stamped, addressed envelope were mailed to the 33 student teachers on November 7, 1972. With the hope of effecting a higher response, personally typed cover letters were

used for each survey instrument in the mailing. A total of 18 out of the 33 student teachers to whom the survey instrument was mailed returned the instrument. This represented a return of 54.55% to the original mailing of the survey instrument.

First follow-up letter. On November 21, 1972, a follow-up letter (See Appendix D), another copy of the survey instrument, and a stamped, addressed envelope were mailed to the 15 business education student teachers who had not yet responded to the original mailing. Six business education student teachers returned the survey instrument in response to the writer's first follow-up letter. The total response after the first follow-up letter represented a return of 24 out of the original 33 mailings, or a return of 72.73%.

Second follow-up letter. On December 15, 1972, a second follow-up letter (See Appendix E), and a copy of the survey instrument together with a stamped, addressed envelope were mailed to the nine business education student teachers who had not responded to either the original mailing or the first follow-up letter. One student teacher returned the instrument as a result of the second follow-up letter.

A total of 25 out of the 33 business education student teachers whose names were obtained in the sample returned the survey instrument to the writer. This represented a final return of 75.76% of the survey instruments.

Treatment of the data. The data from the returned survey instruments was treated both as major areas and as individual items or specific suggested activities.

With respect to individual items, the specific responses for every item in each of the seven major areas of the survey instrument were tabulated showing the number of responses to the various degrees of importance of the rating scale. The percentage of response to each degree of importance for every individual item was then computed.

Secondly, the individual items of the survey instrument having the highest percentage of 1 Response (Very Important) were determined and placed in rank order.

Next, the individual items of the survey instrument having 100% rating response to 1 Response (Very Important) and 2 Response (Important) combined were determined and placed in rank order according to the highest percentage of 1 Response (Very Important).

Finally, the individual items of the survey instrument having the highest percentages of 3 Response (Slight Importance) and 4 Response (Not Important) combined were determined and then placed in rank order.

In the tabulation of the major area data of the writer's survey instrument, percentages of 1 Response (Very Important) and 2 Response (Important) combined were determined and each major area was ranked according to that percentage.

Each major area of the writer's survey instrument was then placed in rank order according to the percentage of 1 Response (Very Important) and 2 Response (Important) combined for comparison with the rank order of the same major area data obtained in the NABTE survey.

CHAPTER IV

FINDINGS

The survey instrument used in this study consisted of the following seven major areas: (1) The student teacher should know how to gather and interpret information about students; (2) The student teacher should possess a thorough knowledge of the teaching materials that are available and should possess the ability to create and use learning-teaching aids; (3) The student teacher should possess the ability to plan effective learning experiences; (4) The student teacher should have the understanding and skill needed to guide students through learning experiences; (5) The student teacher should have the skill necessary for effective classroom management; (6) The student teacher should possess the skill necessary to evaluate classroom procedures; and (7) The student teacher should possess the knowledge and skill necessary to organize, supervise, and direct co-curricular activities.

Each of the seven major areas of the survey instrument contained five specific activities suggested from a NABTE survey. Business education student teachers were asked to indicate the degree of importance in performing such an activity during their student teaching experience according to the following rating scale: 1 Response (Very Important); 2 Response (Important); 3 Response (Slight Importance); or 4 Response (Not Important. Tabulation, treatment, and analysis of the data obtained from the 25 survey instruments returned to the writer is as follows:

Area 1. The student teacher should know how to gather and interpret information about students (See Table 1, page 16). Three (12%) of the 25 student teachers who returned the survey instrument indicated it was very important to "ask a member of the administrative staff to assist in interpreting cumulative records and test scores," while 17 (68%) of the responses showed that this activity was rated important for their student teaching experience. With 80% of the responses indicating the activity to be either very important or important, three student teachers (12%) indicated this activity was of slight importance and two of the responses (8%) showed that the activity was not important.

Four of the responses (16%) indicated it was very important to "compare subject matter test scores and student achievement levels with cumulative record information to see if the students are achieving according to their ability," while 15 responses rated this activity to be important. Five responses (20%) rated this activity to be of slight importance, and one response (4%) indicated that this activity was not important.

Thirteen of the responses (52%) showed that it was very important to "discuss with experienced teachers and with the school counselor the problems that require referral to more competent persons." Nine (36%) thought this activity to be important, while three student teachers (12%) believed this activity to be of slight importance. None of the responses indicated that this activity to be not important.

Eight student teachers (32%) indicated that it was very important to "sit in on faculty group discussions of case problems in the school." Ten responses (40%) indicated this activity to be important, while the remaining seven responses (28%) indicated it was of slight importance.

TABLE 1

THE STUDENT TEACHER SHOULD KNOW HOW TO GATHER
AND INTERPRET INFORMATION ABOUT STUDENTS

Activity	Total Response	Rating							
		1		2		3		4	
		No.	%	No.	%	No.	%	No.	%
a. Ask a member of the administrative staff to assist in interpreting cumulative records and test scores.	25	3	12.00	17	68.00	3	12.00	2	8.00
b. Compare subject matter test scores and student achievement levels with cumulative record information to see if the students are achieving according to their ability.	25	4	16.00	15	60.00	5	20.00	1	4.00
c. Discuss with experienced teachers and with the school counselor the problems that require referral to more competent persons.	25	13	52.00	9	36.00	3	12.00	0	0.00
d. Sit in on faculty group discussions of case problems in the school.	25	8	32.00	10	40.00	7	28.00	0	0.00
e. Read selected references on counseling techniques.	25	0	0.00	12	48.00	13	52.00	0	0.00

The suggested activity to "read selected references on counseling techniques" did not receive a single response as to being very important or to being not important. Twelve of the responses (48%) rated this suggested activity important, while the remaining 13 student teachers indicated this activity to be of slight importance (52%).

Area 2. The student teacher should possess a thorough knowledge of the teaching materials that are available and should possess the ability to create and use learning-teaching aids. (See Table 2, page 18). Four student teachers (16%) indicated it to be very important to "visit three or more selected teachers to interview them concerning the role of teaching materials in their classrooms," with 12 of the responses (48%) rating this suggested activity to be important. Six of the responses (24%) thought it to be of slight importance, with the remaining three responses (12%) rating it to be not important.

Nineteen responses (76%) indicated it to be very important to "observe several teachings aids being used in a variety of teaching situations," with the remaining six responses (24%) rating this suggested activity to be important. None of the student teachers indicated this activity to be of slight importance or not important in the student teaching experience phase of education.

The suggested activity to "prepare a bulletin board display of all the awards and testing programs that are available for use in business classes" received a very important rating from four of the student teachers (16%). Eight responses (32%) indicated the activity to be important. Ten of the student teachers (40%) thought the activity to be of slight importance and three of the responses (12%) showed the suggested activity to be not important.

TABLE 2

THE STUDENT TEACHER SHOULD POSSESS A THOROUGH KNOWLEDGE OF THE
TEACHING MATERIALS THAT ARE AVAILABLE AND SHOULD POSSESS THE
ABILITY TO CREATE AND USE LEARNING-TEACHING AIDS

Activity	Total Response	Rating							
		1		2		3		4	
		No.	%	No.	%	No.	%	No.	%
a. Visit three or more selected teachers to interview them concerning the role of teaching materials in their classrooms.	25	4	16.00	12	48.00	6	24.00	3	12.00
b. Observe several teaching aids being used in a variety of teaching situations.	25	19	76.00	6	24.00	0	0.00	0	0.00
c. Prepare a bulletin board display of all the awards and testing programs that are available for use in business classes.	25	4	16.00	8	32.00	10	40.00	3	12.00
d. Examine resources and teaching units which may be on file in your school.	25	16	64.00	7	28.00	2	8.00	0	0.00
e. Build a file of suggested displays for bulletin board use.	25	6	24.00	12	48.00	7	28.00	0	0.00

Sixteen student teachers (64%) thought the suggested activity to "examine resources and teaching units which may be on file in your school" to be very important. Seven responses (28%) showed this activity to be important, while two responses (8%) indicated this activity to be of slight importance. None of the responses received in the survey showed this suggested activity to be not important.

Six responses (24%) showed it was very important to "build a file of suggested displays for bulletin board use." Twelve student teachers (48%) rated this suggested activity to be important, while the remaining seven student teachers (28%) rated this activity to be of slight importance.

Area 3. The student teacher should possess the ability to plan effective learning experiences. (See Table 3, page 20). The suggested activity to "identify the basic subject matter ideas for a unit of study or topic" received a rating of very important from 24 of the student teachers (96%). The remaining response indicated this activity to be important (4%).

Seventeen responses (68%) indicated it to be very important to "discuss with your supervising teacher the role of the teacher in teacher-student learning," with the remaining eight responses (32%) rating this suggested activity to be important.

Twenty student teachers (80%) believed the suggested activity to "discuss with your supervising teacher his long-range plans for the courses which you are to teach" to be very important. Five responses (20%) rated this activity to be important. None of the student teachers indicated this activity to be of slight importance or not important in the student teaching experience.

TABLE 3

THE STUDENT TEACHER SHOULD POSSESS THE ABILITY
TO PLAN EFFECTIVE LEARNING EXPERIENCES

Activity	Total Response	Rating							
		1		2		3		4	
		No.	%	No.	%	No.	%	No.	%
a. Identify the basic subject matter ideas for a unit of study or topic.	25	24	96.00	1	4.00	0	0.00	0	0.00
b. Discuss with your supervising teacher the role of the teacher in teacher-student learning.	25	17	68.00	8	32.00	0	0.00	0	0.00
c. Discuss with your supervising teacher his long-range plans for the courses which you are to teach.	25	20	80.00	5	20.00	0	0.00	0	0.00
d. Determine cooperatively with your supervising teacher the components of a good lesson plan.	25	14	56.00	9	36.00	2	8.00	0	0.00
e. At the completion of a learning experience, analyze the effectiveness of your planning with your supervising teacher.	25	19	76.00	6	24.00	0	0.00	0	0.00

Fourteen responses (56%) showed it was very important to "determine cooperatively with your supervising teacher the components of a good lesson plan." Nine student teachers (36%) rated this suggested activity to be important, while the remaining two student teachers (8%) rated this activity to be of slight importance.

Nineteen student teachers (76%) believe the suggested activity, "at the completion of a learning experience, analyze the effectiveness of your planning with your supervising teacher," to be very important in the student teaching experience. Six responses (24%) showed this suggested activity to be important. None of the responses indicated this activity to be of slight importance or not important.

Area 4. The student teacher should have the understanding and skill needed to guide students through learning experiences. (See Table page 22). The suggested activity to "practice, accompanied by a detailed lesson plan, a demonstration prior to class" received a rating of very important from seven of the student teachers (28%), with eleven student teachers (44%) rating the activity to be important. Six responses (24%) indicated the activity to be of slight importance, with the remaining response (4%) showing it to be not important.

Four responses (16%) indicated it to be very important to "make a tape recording of an actual class taught and evaluate the recording," with thirteen responses (52%) rating this suggested activity to be important. Seven student teachers (28%) thought this activity to be of slight importance, with the remaining response (4%) showing it to be not important.

Nine student teachers (36%) believed the suggested activity to "practice phrasing questions—both orally and in writing—that are definite

TABLE 4

THE STUDENT TEACHER SHOULD HAVE THE UNDERSTANDING AND SKILL
NEEDED TO GUIDE STUDENTS THROUGH LEARNING EXPERIENCES

Activity	Total Response	Rating							
		1		2		3		4	
		No.	%	No.	%	No.	%	No.	%
a. Practice, accompanied by a detailed lesson plan, a demonstration prior to class.	25	7	28.00	11	44.00	6	24.00	1	4.00
b. Make a tape recording of an actual class taught and evaluate the recording.	25	4	16.00	13	52.00	7	28.00	1	4.00
c. Practice phrasing questions—both orally and in writing—that are definite and that call for a definite response.	25	9	36.00	13	52.00	3	12.00	0	0.00
d. Chart on paper before class how you plan to organize material on the chalkboard in order to make your teaching more effective.	25	13	52.00	10	40.00	1	4.00	1	4.00
e. Analyze an assignment that is to be made and specify how individual differences are to be provided for.	25	13	52.00	10	40.00	2	8.00	0	0.00

and that call for a definite response" to be very important. Thirteen responses (52%) showed this activity to be important, with three responses (12%) showing this activity to be of slight importance. None of the student teachers indicated this activity to be not important.

The suggested activity to "chart on paper before class how you plan to organize material on the chalkboard in order to make your teaching more effective" received a rating of very important from thirteen student teachers (52%). Ten of the responses (40%) showed this suggested activity to be important. One of the student teachers (4%) indicated it to be of slight importance, and one student teacher (4%) believed the suggested activity to be not important.

Thirteen responses (52%) indicated it to be very important to "analyze an assignment that is to be made and specify how individual differences are to be provided for." Ten student teachers (40%) rated this suggested activity to be important, while the remaining two student teachers (8%) rated this activity to be of slight importance.

Area 5. The student teacher should have the skill necessary for effective classroom management. (See Table 5, page 24). The suggested activity to "plan a specific method for accomplishing each routine classroom duty" received a rating of very important from fourteen of the student teachers (56%). Eight responses (32%) showed this activity to be important and three responses (12%) showed it to be of slight importance. None of the responses indicated this activity to be not important.

Twenty responses (80%) indicated it to be very important to "discuss with your supervising teacher the techniques of maintaining classroom discipline." Three student teachers (12%) rated this suggested activity to be

TABLE 5

THE STUDENT TEACHER SHOULD HAVE THE SKILL NECESSARY
FOR EFFECTIVE CLASSROOM MANAGEMENT

Activity	Total Response	Rating							
		1		2		3		4	
		No.	%	No.	%	No.	%	No.	%
a. Plan a specific method for accomplishing each routine classroom duty.	25	14	56.00	8	32.00	3	12.00	0	0.00
b. Discuss with your supervising teacher the techniques of maintaining classroom discipline.	25	20	80.00	3	12.00	2	8.00	0	0.00
c. Prepare a check list of desirable work habits for a teacher.	25	4	16.00	16	64.00	4	16.00	1	4.00
d. Visit with a school nurse and find out what common illnesses are among school age groups and how to recognize them.	25	0	0.00	9	36.00	12	48.00	4	16.00
e. Observe how the regular teacher keeps the room in order.	25	17	68.00	4	16.00	4	16.00	0	0.00

important, with two student teachers (8%) indicating this suggested activity to be of slight importance.

Four student teachers (16%) believed it to be very important to "prepare a check list of desirable work habits for a teacher." Sixteen responses (64%) showed this suggested activity to be important, and four responses (16%) rated this activity to be of slight importance. One student teacher (4%) indicated this activity to be not important for the student teaching experience.

The suggested activity to "visit with a school nurse and find out what common illnesses are among school age groups and how to recognize them" did not receive a single rating of being very important by any of the 25 student teachers who returned the survey instrument to the writer. Nine responses (36%) showed this activity to be important, with 12 responses (48%) rating the activity to be of slight importance. Four student teachers (16%) indicated this activity to be not important.

Seventeen responses (68%) indicated it to be very important to "observe how the regular teacher keeps the room in order." Four student teachers (16%) rated this activity to be important. The remaining four responses (16%) showed this suggested activity to be of slight importance.

Area 6. The student teacher should possess the skill necessary to evaluate classroom procedures. (See Table 6, page 26). The writer notes that one of the business education student teachers who returned the survey instrument omitted rating three of the suggested activities in this area. The number of responses and corresponding percentages of each of the three activities reflect these omissions in the treatment of the data for this area.

TABLE 6

THE STUDENT TEACHER SHOULD POSSESS THE SKILL NECESSARY
TO EVALUATE CLASSROOM PROCEDURES

Activity	Total Response	Rating							
		1		2		3		4	
		No.	%	No.	%	No.	%	No.	%
a. On each day's lesson plan, write an evaluation of the day's learning activities.	25	6	24.00	12	48.00	6	24.00	1	4.00
b. After tests are scored, discuss the results with the supervising teacher.	25	18	72.00	6	24.00	1	4.00	0	0.00
c. Compile an item analysis of test scores and select necessary areas for reteaching.	24	12	50.00	12	50.00	0	0.00	0	0.00
d. Gather information about the validity, reliability, and objectivity of tests and how they apply to tests you use.	24	10	41.67	10	41.67	4	16.67	0	0.00
e. Make up sample tests for various business subjects and check with a teacher to determine the value of the tests.	24	5	20.83	9	37.50	8	33.33	2	8.33

The suggested activity, "on each day's lesson plan, write an evaluation of the day's learning activities," received a rating of very important from six student teachers (24%). Twelve responses (48%) showed this activity to be important. Six student teachers (24%) believed this activity to be of slight importance, and one student teacher (4%) rated the suggested activity to be not important.

Eighteen responses (72%) showed a rating of very important that "After tests are scored, discuss the results with the supervising teacher." Six student teachers (24%) believed this activity to be important. One student teacher (4%) rated this activity to be of slight importance.

Twelve student teachers (50%) rated the suggested activity to "compile an item analysis of test scores and select necessary areas for reteaching" to be very important. Twelve responses (50%) showed this activity to be important. None of the student teachers indicated this activity to be of slight importance or not important.

Ten student teachers (41.67%) indicated a rating of very important to "gather information about the validity, reliability, and objectivity of tests and how they apply to tests you use." Another ten responses (41.67%) showed this suggested activity to be important. Four student teachers (16.67%) believed this activity to be of slight importance. None of the student teachers rated this activity to be not important.

Five responses (20.83%) indicated it to be very important to "make up sample tests for various business subjects and check with a teacher to determine the value of the tests." Nine student teachers (37.50%) rated this activity to be important. Eight responses (33.33%) rated this activity to be of slight importance, with two responses (8.33%) indicating it to be not important.

Area 7. The student teacher should possess the knowledge and skill necessary to organize, supervise, and direct co-curricular activities. (See Table 7, page 29). The suggested activity to "plan the organization of a club and evaluate the adequacy of your planning with your supervising teacher received a rating of very important from four student teachers (16%). Fourteen of the student teachers (56%) rated this activity to be important. Six responses (24%) showed this activity to be of slight importance, and one response (4%) believed this activity to be not important.

Ten student teachers (40%) indicated a rating of very important to "read materials on the supervision of clubs." Nine responses (36%) showed the activity to be important. The remaining six student teachers (24%) believed the suggested activity to be of slight importance.

Fourteen responses (56%) indicated it to be very important to "observe a regular teacher at work with a group of club officers." Another nine responses (36%) showed this suggested activity to be important. Two student teachers believed the activity to be of slight importance (8%).

The suggested activity to "make a list of business co-curricular activities in school" received a rating of very important from five student teachers (20%). Fourteen responses (56%) showed this activity to be important. Four student teachers (16%) believed this activity to be of slight importance, and two student teachers (8%) rated the activity to be not important.

Sixteen responses (64%) showed a rating of very important to "understand the function of co-curricular activities." Seven student teachers (28%) believed this suggested activity to be important, while two student teachers (8%) believed it to be of slight importance. None of the student teachers rated this activity to be not important.

TABLE 7

THE STUDENT TEACHER SHOULD POSSESS THE KNOWLEDGE AND SKILL NECESSARY
TO ORGANIZE, SUPERVISE, AND DIRECT CO-CURRICULAR ACTIVITIES

Activity	Total Response	Rating							
		1		2		3		4	
		No.	%	No.	%	No.	%	No.	%
a. Plan the organization of a club. Evaluate the adequacy of your planning with your supervising teacher.	25	4	16.00	14	56.00	6	24.00	1	4.00
b. Read materials on the supervision of clubs.	25	10	40.00	9	36.00	6	24.00	0	0.00
c. Observe a regular teacher at work with a group of club officers.	25	14	56.00	9	36.00	2	8.00	0	0.00
d. Make a list of business co-curricular activities in school.	25	5	20.00	14	56.00	4	16.00	2	8.00
e. Understand the function of co-curricular activities.	25	16	64.00	7	28.00	2	8.00	0	0.00

A ranking of the five suggested activities (individual items) having the highest percentages of very important responses from the results of the author's survey instrument is presented in Table 8, page 31. These five items, out of the total of 35 suggested activities, reveal that three of the seven major areas of the survey instrument are represented among those five items. The writer observes that of the five specific suggested activities listed in Table 8, three of the items are from the major area, "The student teacher should possess the ability to plan effective learning experiences."

Six items, out of the total of 35 items of the survey instrument, were found to have a 100 per cent rating response to a rating of very important and important responses combined. These six items are listed in Table 9, page 32. Three of the seven major areas of the survey instrument are represented in Table 9. The writer notes that four of the six items listed in Table 9 are from one of the seven major areas. The major area, "The student teacher should possess the ability to plan effective learning experiences," dominates the data of Table 9. Four of the five suggested activities of this major area achieved a 100 per cent rating response when combining the very important and important responses for each suggested activity.

The writer, in an attempt to determine which of the suggested activities received the lowest ratings of importance, combined both slight importance and not important responses. These items appear in Table 10, page 33. Through this method of tabulation, the writer found that of the five suggested activities having the lowest ratings of importance, four of the seven major areas of the survey instrument were represented in Table 10. Two of the suggested activities of the major area, "The student teacher

TABLE 8

RANKING OF INDIVIDUAL ITEMS OF AUTHOR'S SURVEY
ACCORDING TO 1 (VERY IMPORTANT) RESPONSES

Rank*	Table	Item	Percentage of 1 (Very Important) Responses
1	3	Identify the basic subject matter ideas for a unit of study or topic.	96
2	3	Discuss with your supervising teacher his long-range plans for the courses which you are to teach.	80
3	5	Discuss with your supervising teacher the techniques of maintaining classroom discipline.	80
4	2	Observe several teaching aids being used in a variety of teaching situations.	76
5	3	At the completion of a learning experience, analyze the effectiveness of your planning with your supervising teacher.	76

*If individual items are the same percentage, then the individual item with the higher number of 2 (Important) responses is ranked higher.

Table 2—The student teacher should possess a thorough knowledge of the teaching materials that are available and should possess the ability to create and use learning-teaching aids.

Table 3—The student teacher should possess the ability to plan effective learning experiences.

Table 5—The student teacher should have the skill necessary for effective classroom management.

TABLE 9

INDIVIDUAL ITEMS OF AUTHOR'S SURVEY HAVING 100% RATING RESPONSE .
TO 1 (VERY IMPORTANT) AND 2 (IMPORTANT) COMBINED

Table*	Item	Response Percentage of	
		<u>1</u>	<u>2</u>
3	Identify the basic subject matter ideas for a unit of study or topic.	96	4
3	Discuss with your supervising teacher his long-range plans for the courses which you are to teach.	80	20
2	Observe several teaching aids being used in a variety of teaching situations.	76	24
3	At the completion of a learning exercise, analyze the effectiveness of your planning with your supervising teacher.	76	24
3	Discuss with your supervising teacher the role of the teacher in teacher-student learning.	68	32
6	Compile an item analysis of test scores and select necessary areas for reteaching.	50	50

*Table 2—The student teacher should possess a thorough knowledge of the teaching materials that are available and should possess the ability to create and use learning-teaching aids.

Table 3—The student teacher should possess the ability to plan effective learning experiences.

Table 6—The student teacher should possess the skill necessary to evaluate classroom procedures.

TABLE 10

RANKING OF INDIVIDUAL ITEMS OF AUTHOR'S SURVEY ACCORDING
TO HIGHEST PERCENTAGE OF 3 (SLIGHT IMPORTANCE) AND
4 (NOT IMPORTANT) RESPONSES COMBINED

Rank	Table*	Item	Response Percentage		
			3	4	Total
1	5	Visit with a school nurse and find out what common illnesses are among school age groups and how to recognize them.	48.00	16.00	64.00
2	2	Prepare a bulletin board display of all the awards and testing programs that are available for use in business classes.	40.00	12.00	52.00
3	1	Read selected references on counseling techniques.	52.00	0.00	52.00
4	6	Make up sample tests for various business subjects and check with a teacher to determine the value of the tests.	33.33	8.33	41.66
5	2	Visit three or more selected teachers to interview them concerning the role of teaching materials in their classrooms.	24.00	12.00	36.00

*Table 1—The student teacher should know how to gather and interpret information about students.

Table 2—The student teacher should possess a thorough knowledge of the teaching materials that are available and should possess the ability to create and use learning-teaching aids.

Table 5—The student teacher should have the skill necessary for effective classroom management.

Table 6—The student teacher should possess the skill necessary to evaluate classroom procedures.

should possess a thorough knowledge of the teaching materials that are available and should possess the ability to create and use learning-teaching aids," are listed in Table 10.

In an attempt to determine the degree of importance for each of the seven major areas of the survey instrument as a whole, the following method was used. The writer added the total number of very important and important responses for all five items for each of the seven major areas, which was then divided into the total number of responses for each of the seven major areas. The results of this tabulation are presented in Table 11, page 35. It was found that the major area, "The student teacher should possess the ability to plan effective learning experiences," received the highest percentage (98.40%) of very important and important responses combined. The data of that major area appears to be a reflection of the data previously shown in both Table 8 and Table 9.

The rank order of importance for each major area according to the results of the author's survey is compared with the rank order of the results of the NABTE survey for the identical seven major areas. This comparative ranking is presented in Table 12, page 36. This comparative ranking shows one major lack of correlation.

The major area, "The student teacher should possess the knowledge and skill necessary to organize, supervise, and direct co-curricular activities," is ranked fourth in the author's survey, while this same major area was ranked seventh in the NABTE survey.

There was a much higher degree of correlation between the remaining six major areas of the author's survey and the identical major areas of the NABTE survey.

TABLE 11

PERCENTAGE OF RESPONSES OF AUTHOR'S SURVEY
INDICATING EITHER 1 (VERY IMPORTANT) OR
2 (IMPORTANT) TO SUGGESTED ACTIVITIES
AS OUTLINED BY NABTE SURVEY

Table	Area	Percentage of 1 or 2 Responses
3	The student teacher should possess the ability to plan effective learning experiences.	98.40
4	The student teacher should have the understanding and skill needed to guide students through learning experiences.	82.40
6	The student teacher should possess the skill necessary to evaluate classroom procedures.	81.96
7	The student teacher should possess the knowledge and skill necessary to organize, supervise, and direct co-curricular activities.	81.60
5	The student teacher should have the skill necessary for effective classroom management.	76.00
2	The student teacher should possess a thorough knowledge of the teaching materials that are available and should possess the ability to create and use learning-teaching aids.	75.20
1	The student teacher should know how to gather and interpret information about students.	72.80

TABLE 12

COMPARATIVE TABLE RANKING IN ORDER OF IMPORTANCE
 ACCORDING TO RESULTS OF AUTHOR'S SURVEY
 AND RESULTS OF NABTE SURVEY

Table	Rank Order of Author's Survey	Rank Order of NABTE Survey
The student teacher should possess the ability to plan effective learning experiences.	1	1
The student teacher should have the understanding and skill needed to guide students through learning experiences.	2	3
The student teacher should possess the skill necessary to evaluate classroom procedures.	3	2
The student teacher should possess the knowledge and skill necessary to organize, supervise, and direct co-curricular activities.	4	7
The student teacher should have the skill necessary for effective classroom management.	5	4
The student teacher should possess a thorough knowledge of the teaching materials that are available and should possess the ability to create and use learning-teaching aids.	6	5
The student teacher should know how to gather and interpret information about students.	7	6

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This study was designed to determine the degree of importance determined by business education student teachers in performing suggested activities during their student teaching experience. It was also undertaken to compare the opinions of the student teachers with data of the suggested activities obtained in a NABTE survey.

A survey instrument of seven major areas, each of which contained five suggested student teaching activities recommended from a NABTE survey, was utilized in this study.

The survey instrument was sent to the 33 business education student teachers who were participating in North Dakota student teaching programs during the first half of the 1972-73 school year. A return of 75.76% of the survey instruments was realized.

The respondents indicated the degree of importance in performing each of the 35 suggested student teaching activities according to the following rating scale: 1 (Very Important); 2 (Important); 3 (Slight Importance); or 4 (Not Important).

The data from the returned survey instruments was treated both as major areas and as individual items or specific suggested activities. The specific suggested activities rated to be of highest importance were determined. The specific suggested activities believed to be least important

by the business education student teachers were also determined. The degree of importance for each of the seven major areas of the survey instrument, determined by the respondents, was compared with data obtained for the seven major areas from a NABTE survey.

Conclusions

Conclusions, based on rating responses of the business education student teachers, and treatment of the data, are as follows:

1. The suggested activities rated to be of highest importance by the respondents are: (a) Identify the basic subject matter ideas for a unit of study or topic; (b) Discuss with your supervising teacher his long-range plans for the courses which you are to teach; (c) Discuss with your supervising teacher the techniques of maintaining classroom discipline; (d) Observe several teaching aids being used in a variety of teaching situations; and (e) At the completion of a learning experience, analyze the effectiveness of your planning with your supervising teacher.

2. The suggested activities rated to be of least importance by the respondents are: (a) Visit with a school nurse and find out what common illnesses are among school age groups and how to recognize them; (b) Prepare a bulletin board display of all the awards and testing programs that are available for use in business classes; (c) Read selected references on counseling techniques; (d) Make up sample tests for various business subjects and check with a teacher to determine the value of the tests; and (e) Visit three or more selected teachers to interview them concerning the role of teaching materials in their classrooms.

3. Suggested activities rated to be of least importance tended to be activities not directly related to actual teaching. Examples include

visits or interviews with other school personnel, preparation of bulletin board materials, outside readings, and similar suggested activities.

4. The major area of suggested activities rated to be of highest importance was that the student teacher should possess the ability to plan effective learning experiences.

5. The major area of suggested activities rated to be of least importance was that the student teacher should know how to gather and interpret information about students.

6. The degrees of importance indicated by business education student teachers to the suggested activities reflected, in general, the data and opinions of supervising teachers obtained in the NABTE survey for the same suggested activities.

Recommendations

1. Further study of this nature should involve a greater number of business education student teachers in the sample.

2. Additional suggested activities, and the degree of importance in performing them during the student teaching experience, be determined by business education student teachers.

3. Research be conducted to determine the criteria used by business education student teachers in rating suggested student teaching activities.

4. Supervising teachers be made aware of the degrees of importance indicated by business education student teachers in performing suggested student teaching activities.

5. The findings of this study, and any similar studies, be evaluated to determine if the findings could be beneficial to the educational

program of business education student teachers, with evaluation by leading authorities in the field of business education.

6. Additional research of this nature be conducted periodically to determine if changes as to the degrees of importance in performing such suggested activities occur over a given period of time, with an analysis conducted by business educators if such changes occur.

Card 17

Name of Author: Dorothy L. Travis
Title of article: "Do Your Student Teachers See When They Observe?"
Source: Journal of Business Education
Volume: XXXIII
Date of Article: December, 1958
Pages: 115-16

"Student teachers need the guidance and stimulation of the expert to insure that the utmost benefits are derived from the student teaching experience. It is imperative that the cooperating teacher help the student teacher visualize how educational theory is put into daily practice in the classroom."

APPENDIX A

APPENDIX B

SELECTED ACTIVITIES FOR BUSINESS EDUCATION STUDENT TEACHERS

The following items are suggested activities for the Business Education Student teacher. In your opinion, indicate the importance of performing the activities by placing a check mark in the appropriate column according to the following scale:

Column No. 1 -- Very Important

Column No. 2 -- Moderate Importance

Column No. 3 -- Slight Importance

Column No. 4 -- Not Important

I. THE STUDENT TEACHER SHOULD KNOW HOW TO GATHER AND INTERPRET INFORMATION ABOUT STUDENTS.

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
a. Ask a member of the administrative staff to assist in interpreting cumulative records and test scores	----	----	----	----
b. Compare subject matter test scores and student achievement levels with cumulative record information to see if the students are achieving according to their ability	----	----	----	----
c. Discuss with experienced teachers and with the school counselor the problems that require referral to more competent persons . . .	----	----	----	----
d. Sit in on faculty group discussions of case problems in the school . .	----	----	----	----
e. Read selected references on counseling techniques	----	----	----	----

II. THE STUDENT TEACHER SHOULD POSSESS A THOROUGH KNOWLEDGE OF THE TEACHING MATERIALS THAT ARE AVAILABLE AND SHOULD POSSESS THE ABILITY TO CREATE AND USE LEARNING-TEACHING AIDS.

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
a. Visit three or more selected teachers to interview them concerning the role of teaching materials in their classrooms	----	----	----	----
b. Observe several teaching aids being used in a variety of teaching situations	----	----	----	----
c. Prepare a bulletin board display of all the awards and testing programs that are available for use in business classes	----	----	----	----
d. Examine resources and teaching units which may be on file in your school	----	----	----	----
e. Build a file of suggested displays for bulletin board use	----	----	----	----

III. THE STUDENT TEACHER SHOULD POSSESS THE ABILITY TO PLAN EFFECTIVE LEARNING EXPERIENCES.

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
a. Identify the basic subject matter ideas for a unit of study or topic	----	----	----	----
b. Discuss with your supervising teacher the role of the teacher in teacher-student learning	----	----	----	----
c. Discuss with your supervising teacher his long-range plans for the courses which you are to teach	----	----	----	----
d. Determine cooperatively with your supervising teacher the components of a good lesson plan	----	----	----	----
e. At the completion of a learning experience, analyze the effectiveness of your planning with your supervising teacher . . .	----	----	----	----

APPENDIX B—Continued

IV. THE STUDENT TEACHER SHOULD HAVE THE UNDERSTANDING AND SKILL NEEDED TO GUIDE STUDENTS THROUGH LEARNING EXPERIENCES.

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
a. Practice, accompanied by a detailed lesson plan, a demonstration prior to class	---	---	---	---
b. Make a tape recording of an actual class taught and evaluate the recording	---	---	---	---
c. Practice phrasing questions--both orally and in writing--that are definite and that call for a definite response	---	---	---	---
d. Chart on paper before class how you plan to organize material on the chalkboard in order to make your teaching more effective . . .	---	---	---	---
e. Analyze an assignment that is to be made and specify how individual differences are to be provided for	---	---	---	---

V. THE STUDENT TEACHER SHOULD HAVE THE SKILL NECESSARY FOR EFFECTIVE CLASSROOM MANAGEMENT.

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
a. Plan a specific method for accomplishing each routine classroom duty	---	---	---	---
b. Discuss with your supervising teacher the techniques of maintaining classroom discipline	---	---	---	---
c. Prepare a check list of desirable work habits for a teacher	---	---	---	---
d. Visit with a school nurse and find out what common illnesses are among school age groups and how to recognize them	---	---	---	---
e. Observe how the regular teacher keeps the room in order	---	---	---	---

VI. THE STUDENT TEACHER SHOULD POSSESS THE SKILL NECESSARY TO EVALUATE CLASSROOM PROCEDURES.

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
a. On each day's lesson plan, write an evaluation of the day's learning activities	---	---	---	---
b. After tests are scored, discuss the results with the supervising teacher	---	---	---	---
c. Compile an item analysis of test scores and select necessary areas for reteaching	---	---	---	---
d. Gather information about the validity, reliability, and objectivity of tests and how they apply to tests you use	---	---	---	---
e. Make up sample tests for various business subjects and check with a teacher to determine the value of the tests	---	---	---	---

VII. THE STUDENT TEACHER SHOULD POSSESS THE KNOWLEDGE AND SKILL NECESSARY TO ORGANIZE, SUPERVISE, AND DIRECT CO-CURRICULAR ACTIVITIES.

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
a. Plan the organization of a club. Evaluate the adequacy of your planning with your supervising teacher	---	---	---	---
b. Read materials on the supervision of clubs	---	---	---	---
c. Observe a regular teacher at work with a group of club officers . .	---	---	---	---
d. Make a list of business co-curricular activities in school	---	---	---	---
e. Understand the function of co-curricular activities	---	---	---	---

APPENDIX C

November 7, 1972

Mr. John Doe, Student Teacher
Business Education Department
Senior High School
Anywhere, North Dakota 58000

Dear Mr. Doe:

Welcome to the teaching profession. Your selection for a student teaching assignment indicates your educational background is of high calibre.

I would like your opinions concerning desirable experiences during student teaching. Your ideas can contribute to a more desirable experience for future student teachers.

Would you take a few minutes of your time to fill out and return the enclosed rating scale. Your professional opinions will be kept confidential. A stamped, addressed envelope is enclosed for your convenience.

Thank you for your time and opinions.

Sincerely,

Marvin J. Balbierz

2 Enclosures

APPENDIX D

November 21, 1972

Mr. John Doe, Student Teacher
Business Education Department
Senior High School
Anywhere, North Dakota 58000

Dear Mr. Doe:

I am sure by this time you have found your student teaching to be interesting and educational, as well as challenging.

Recently you received a rating scale of suggested activities for student teaching. In the event you have mislaid this rating scale, I have enclosed another copy together with a stamped, addressed envelope.

Your return of the completed form in the near future would be sincerely appreciated.

Again, thank you for your time and professional opinions.

Sincerely,

Marvin J. Balbierz

2 Enclosures

APPENDIX E

December 15, 1972

Mr. John Doe, Student Teacher
Business Education Department
Senior High School
Anywhere, North Dakota 58000

Dear Mr. Doe:

The educational process is of paramount importance to students, teachers, and parents alike. You have indicated your willingness to accept such a challenging, but rewarding, field by pursuing a teaching degree.

Recently a rating scale of suggested activities for student teachers was mailed to you. In the event that it did not reach you or that you may have mislaid it, I have enclosed another copy together with a stamped, addressed envelope for your convenience.

Would you be good enough to share your professional opinions by completing the rating scale. Your opinions and the opinions of other student teachers can contribute to a more desirable student teaching experience for future student teachers.

Your return of the enclosed rating scale in the near future would be sincerely appreciated.

Again, thank you for your time and professional opinions.

Sincerely,

Marvin J. Balbierz

2 Enclosures

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